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**【研究論文】**

# The Roles of Grammar Instruction in English Writing Class

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## Abstract

The present study evaluated whether grammar instruction can produce a positive effect on the grammatical accuracy of college students' English writing. The methods of selective correction and comprehensive correction were compared among two groups of students (total 82 students) attending a weekly writing class, and the former was found to be a more effective teaching strategy in helping students to improve their accuracy rate, although the degree of improvement was somewhat subtle. The study also analyzed data concerning the students' grammatical errors. In addition to the error patterns pointed out in earlier research, some additional noticeable error patterns were evident. Certain basic grammatical structures were incorrectly used by the students and some were found to be "difficult" for over 70% of the students, indicating the need to review grammar in college-level lessons. An understanding of the typical error patterns made by students will help English teachers to provide narrowly focused grammar instruction to students in efforts to improve their accuracy of English writing.

## 1. Introduction

The author has been providing paragraph-level writing instruction to second language learners of English in efforts to improve the accuracy of their English writing skills. In these classes, students learn about different writing modes, such as narrative, expository, problem solving and cause and effect, before writing essays along such themes. The submitted essays are checked with respect to paragraph organization and grammar and, in order that the students learn to self-correct, the author provides hints by underlining the errors and using simple correction symbols. While the positive effects of such paragraph writing instruction have been reported by Yamamoto & Nakagawa (2006), the author observed that certain grammatical errors persisted in most students' writings, sometimes making parts of the text incomprehensible. The present study was motivated by the author's wish to help the students become aware of persistent grammatical errors and improve their grammatical accuracy when completing

paragraph writing assignments. Therefore, this study explores the issue of grammar instruction and its effect on the accuracy of students' writing.

## 2. Previous Studies

The first step in any discussion of the issue of grammar instruction in teaching English writing would be to determine whether or not such instruction is known to improve the accuracy of students' writing. Following Ellis' complaint in 1994 of a lack of studies investigating the effect of error treatment on language acquisition (Ellis, 1994), various studies have focused on this topic. However, the effectiveness of grammar instruction in this area of English learning remains controversial.

Some researchers are against teaching grammar rules in writing class. Truscott (1996), in particular, argues strongly against grammar instruction. According to Ferris and Hedgcock (2004), Truscott noted that "number of problems such as teacher incompetence, student inattention and so on render error correction a futile exercise, and that time spent on error correction is actually harmful because it takes energy and attention away from more important issues" (Ferris & Hedgcock, 2004, p.263). Most empirical evidence is, however, in favor of error feedback. Ferris and Hedgcock (2004) find the evidence favorable to systematic error treatment in two strands of research: in the first, students who received error correction were found to perform better than those who did not (Fathman & Whalley, 1990; Ferris & Roberts, 2001; Kepner, 1991), and in the second, researchers found improvements in the linguistic accuracy of writing compositions among students who received grammar instruction. Ramirez and Stromquist (1979) also reported that grammar correction led to linguistic proficiency.

The next topic of interest concerns how the errors should be corrected and categorized. Rivers (1981) asserts that systematic correction of individual scripts can impose an intolerable burden on even the most willing teachers, a view which is supported by Raimes (1983, p.150): "Correcting every error will often amount to almost rewriting the student's whole paper" It is said that an expectation of students producing perfect papers is understood by ESL professionals to be unrealistic; arguments in favor of selective correction are in the majority (Ferris and Hedgcock, 2004). Rivers also advises that the teacher and class agree on some system of symbols to be used in the correction of compositions so as to avoid wasting much time writing comments and suggested improvements on scripts. Ferris and Hedgcock (2004) maintain that most experts agree that indirect feedback is better than direct feedback, where the former, which concerns simply locating errors, will help students to continue developing their second language (L2) proficiency and metalinguistic knowledge. The voices in opposition to this viewpoint are said to be those of the students themselves, who want comprehensive error correction (Baba, 2002;

Leki, 1991a). Ferris and Hedgcock stress that it is lower level students who benefit more from direct correction since they are often unable to self-correct even when an error is called to their attention. The present study seeks to determine whether providing direct or indirect feedback is more helpful to college-level students in improving their grammatical competence.

A third point for consideration is the need to know of patterns in the errors students make, and whether knowledge of such patterns can help teachers and students alike. Researchers suggest that English teachers should anticipate certain common types of errors (Rivers, 1980, p.307; Hennis and Hedgcock, p. 265; Turton, 1999, p.vii, x). Ferris and Hedgcock (2004) explain that the errors produced by L2 writers tend to be distinct from those of their native speaker counterparts, and list typical errors as including those of verb tense, passive construction and modal construction. In teaching Japanese students, common types of errors have been reported. Ellis (1997) introduced the research results that while most ESL learners acquire plural -s accurately, Japanese students show poor performance in this regard because of L1 influence. The author has also found numerous similar examples in college students' compositions. Some specific publications are available describing typical mistakes in writing made by Japanese students (Hagino 1997; Kizuka and Vardaman 1997; Okihara, 1994), and teachers may choose to rely on these texts to recognize the error patterns likely to be made when dealing with homogenous Japanese classes such as the one the author is teaching. Typical errors, however, can vary according to the students' specialty, the English curriculum, each student's educational background and motivation, and so on. In other words, suggestions on typical errors found in ESL guidelines and textbooks can only tell us only about tendencies. We English teachers need to recognize and understand the specific patterns of errors our students make so that we can give them focused, practical grammar instruction. Moreover, Ferris and Hedgcock (2004) maintain that "...there may be no overlap across groups" when it comes to error patterns. Thus, the author opted to conduct research on students' error patterns and grammar instruction to determine, first, whether the error patterns of college students are similar or dissimilar to the typical patterns of errors described by Hagino and others and, second, whether learners can benefit from general or more specific grammar instruction following the identification of any distinct error patterns they make.

### **3. Method**

#### **3.1 Research Questions**

The present study addresses the following research questions:

1. Do Japanese college students share common types of errors in English writing as suggested in earlier research or do they show any distinctive patterns? How should such errors be

corrected?

2. Does grammar instruction help students at all?

### 3.2 Participants

A total of 90 (85 females, 5 males) first-year nursing college students attending an English writing class participated in the study. Since the college is a prefectural college and the deviation score (information on the difficulty of entrance examinations) is 51, it can be assumed that the academic level of the students is slightly above average. None of the students specialized in English, and data from one student who had passed the pre-first grade of the Step Test (English proficiency test) was excluded from analysis. The students were divided randomly into two groups: those who received comprehensive correction (group CC; n=45) and those who received selective correction (group SC; n=44).

To ensure that the students' English grammar knowledge was consistent enough to conduct an experiment, a grammar test was conducted. The results of the pretest showed that there was no significant difference in grammar knowledge between the two groups (Table 1). Due to the absence of 7 students on the day of the grammar test, the numbers of participants were reduced to 40 in group CC and 42 in group SC.

The author explained that participation in the research was totally voluntary and that the results would have no influence on the students' grades. All of the students agreed to take part in the grammar instruction experiment.

Table 1 Comparison of grammar knowledge between two groups

Group	Number	Mean	SD	P alue
Group CC	40	12.05	3.40	0.289
Group SC	42	11.61	3.50	N.S.

N.S.: not significant Note. /Total score is 25.

### 3.3 Procedure

As this class is a writing class with the author's focus on paragraph writing instruction, some class time was devoted to the present study (on average, 15 minutes of each 90-minute class). Submitted texts were corrected and, with permission from the writers, common errors were introduced for grammar instruction in class. Pre and post tests were conducted to evaluate the effect of grammar instruction on accuracy and to determine whether comprehensive correction was better than selective correction, or vice versa. Detailed explanations of the study procedure are given below.



After the corrected compositions were returned, students in each group were encouraged to look at their own corrections carefully and rewrite the sentences. Also, in class, the author gave instructions on some of the grammatical errors that were found to be common in the assignment. Most errors were those related to the 17 structures of the grammar test.

### 3.3.3 Analysis

Analysis was made in relation to the following.

(1) Typical patterns of errors: Data was analyzed to determine whether or not the same tendencies of grammatical errors mentioned in previous research appeared among the writing of students in the author's class.

(2) The effect of comprehensive and selective correction on grammatical accuracy scores: The pre and post grammar tests scores of the two groups were compared.

(3) Overall effectiveness of grammar instruction: The pre and post grammar test scores were analyzed to determine whether, in general, grammar instruction helped to improve accuracy scores.

## 4. Results

### 4.1 Typical patterns of errors and remarks

Out of 25 questions, the results for 19 questions (sentences) are shown in Fig. 1; the remaining 6 also belong to the 17 structures and these questions and the percentage scores on the pre and post tests are given in Appendix C. As can be seen from the figure, while the accuracy score was improved for most grammatical structures, those for "since/for" (No. 22) and "modals" (No. 16) showed the opposite result. Question Nos. 2, 7 and 23 that are not shown in the figure also decreased in accuracy rate although the differences were marginal. Taking an accuracy score of <30% and > 70% as the cut-off points, the following questions can be considered as "difficult" : No. 4 (27%, average of the pre and post tests.), No. 6 (17%), No. 8 (11%), No. 9 (16%), No. 14 (25%), No. 17 (14%), No. 20 (28%) and No. 25 (15%). Questions that were correctly answered by more than 70% of the students and which can be considered "easy" were No. 2 (76%), No. 3 (72%), No. 7 (72%), No. 16 (73%), No. 21 (90%) and No. 23(80 %).

While there is considerable overlap with the results of previous publications, especially that of Ellis (2006) and Hagino (1997), the students in the present study also show distinctive error patterns that are surprising for college students, indicating that error patterns can indeed differ between groups of students and likely depend on a variety of factors.<sup>1</sup>

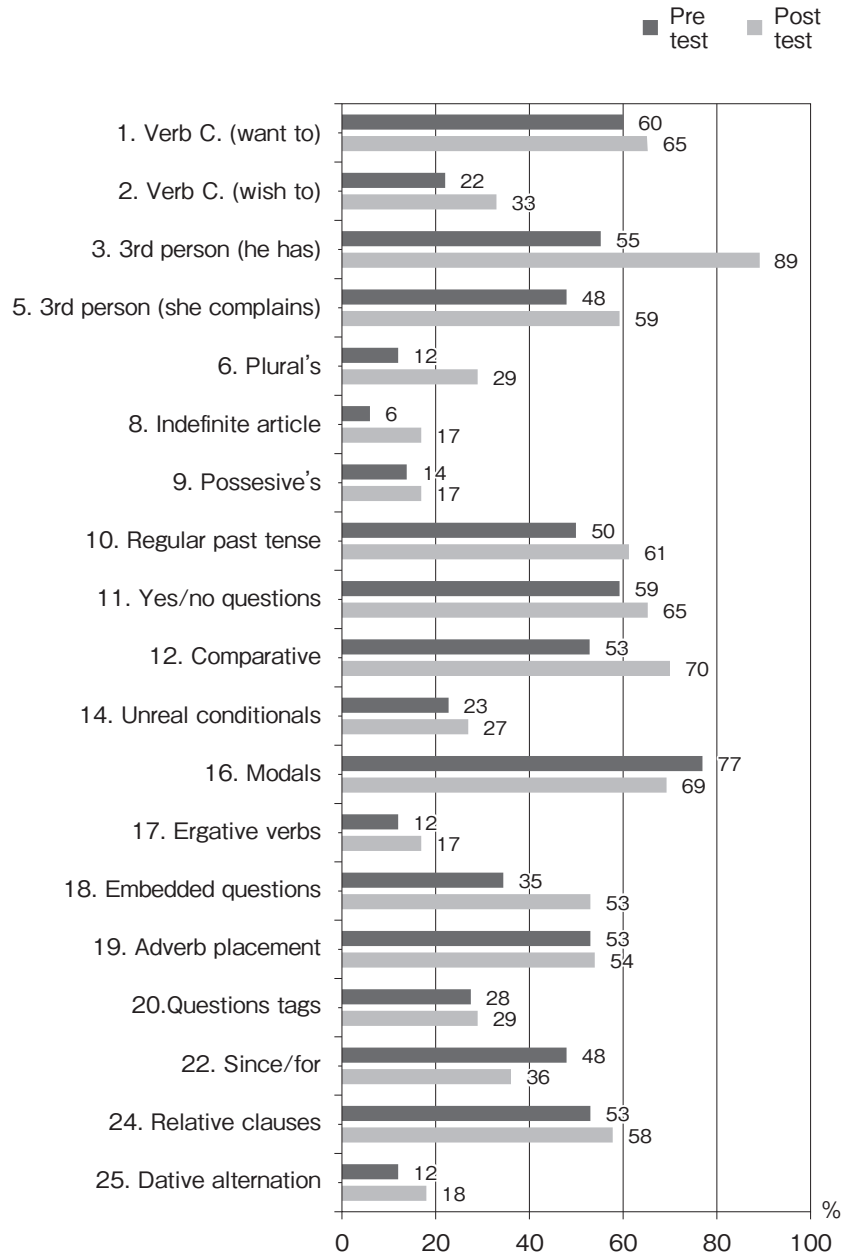


Fig.1 Pre and post test results with respect to accuracy rate for the 17 grammar structures  
 Details of the patterns of errors are next described.

**Verb complement (Nos. 1, 2, 4)**

Compared to “want to” (No.1) and “try to” (No.7, Appendix B), which showed relatively high accuracy rates of over 60% and 70%, respectively, the sentence containing “wish to” (No.4) remained uncorrected or wrongly corrected on the majority of the students’ pre and post tests. This error could be caused by the lower frequency of use of “wish” in comparison with “want” and “try”. As can be seen in the high accuracy rates described above, the structure itself seemed to pose little difficulty and thus, the more students actually use a variety of vocabulary

in this grammar structure, the better they will likely be at producing correct sentences.

**3<sup>rd</sup> person -s (Nos. 3, 5)**

From the author's experience as an English teacher, this continues to be one of the most persistent errors shown by students. Although this grammar item is taught at an early stage of public education and the students all seem to be aware of the rule, some students invariably fail to use it correctly in writing. After instruction, the highest rate of improvement was recorded for sentence No. 3.

**Plural -s (No. 6)**

As Ellis (2006) pointed out, this problem is likely to be one of the typical errors among learners whose first language is Japanese. The lack of plural -s in the test sentence sounded correct to most students because they were influenced by Japanese which does not have the concept of plural -s. The likely translation of No. 6, "When I was a child, I collected old coin" would be, "...koin wo atsumeta", which is perfect Japanese. Students need to remember that "coin" in this sentence is never acceptable and, generally speaking, they need to remember not to put "s" at the end of any uncountable nouns. In this respect, it would be effective to increase the students' awareness of the difference between countable nouns and uncountable nouns in instilling a sense of "plural -s".

**Indefinite article (No. 8)**

The lowest accuracy rate was recorded for this item. The use of indefinite articles poses another weak spot for Japanese learners of English as Japanese language does not have the indefinite article rule, and as such the students tend to either omit "a" and "an" or place them improperly (Petersen, 1988). Peterson suggests that learners should not try to add "a (an)" or "the" to nouns but rather add nouns to articles. More specific exercises targeted to this problem should be given to help Japanese learners understand the concept of using indefinite articles more deeply.

**Possessive -s (No. 9)**

The low accuracy rate of this item on both the pre and post tests was a little surprising. More than 80% of the students regarded the sentence in the grammar test, "...I stayed at my aunt house..." as correct. In submitted paragraph writing assignments, however, most students were able to use possessive forms such as my father's, brother's, my friend Yumiko's and possessive forms of pronouns such as my, our, their and so on in their essays. The reason for such disparity in the results may lie in the possibly less-than-familiar vocabulary used, "aunt". In their essays, students rarely used the word, "aunt". It is possible that some students do not know or could not remember the meaning of "aunt" at the time of the test or considered the word as some kind of adjective such as "beautiful" or "warm" while other students may have be



confused by the rule that, in general, possessive -s cannot be put at the end of inanimate nouns.

#### **Regular past tense (No. 10)**

This rule was easier for the students than irregular past tense; however, the accuracy rates on both the pre and post tests were disappointing. The sentence was, “The teacher started to read the textbook and then explain the grammar.” They might have focused on “started” and then failed to pay attention to “explain”. Signaling past time by adding -ed to the base form in itself may be a rule well recognized by students, but this structure should also be trained using longer and more complex sentences such as the test sentence.

#### **Yes/no questions (No. 11)**

Correcting the sentence, “Did all the students finished their homework?” requires only basic grammatical knowledge, but 40% of the students were not able to detect the error. The most likely reason is that they are simply forgetting the grammar or if they do remember it, they are, in fact, unable to use the grammar correctly when necessary. Knowing something and putting it into practical use may be a different story and teachers should attempt to determine which could be the reason for particular students.

#### **Comparative (No. 12)**

In the pre test, the majority of the students were able to discern the error in the sentence, “This towel is more softer than mine.” However, once students were reminded of the error during the class, most were able to detect the error on the post test.

#### **Unreal conditionals (No. 14)**

Most students knew something was wrong with the sentence, “If I had been younger, I will apply for the job”, but the accuracy rate was low at 23% and even after instruction was only 27% on the post test. Common mistakes on both tests were “...I would apply for the job”, “...I would have apply for the job” and “I have applied for the job”. These errors can be traced back to the students’ imperfect or half-remembered recollection of the rule. In other words, they have incomplete explicit knowledge since an intuitive negative reaction when reading this sentence in the pre and post tests should have lead to exact grammatical knowledge.

#### **Modals (No. 16)**

The sentence was, “She can do to the job well.” This showed one of the highest accuracy rates, however, more students answered incorrectly on the post test. The author double-checked their answer sheets, but 7 students who had previously answered correctly failed to do so on the post test. They either regarded this as a correct sentence or changed wrongly, such as “You can to do the job...”, “You can does the job...” or “You can doing the job...” This is a good example of vague explicit grammatical knowledge not reaching the acquisition level.

**Ergative verbs (No. 17)**

This structure showed the second worst result after “indefinite article”. The correct answer should be, “...the profits increased” instead of “...the profits were increased.” In this sentence, the verb “increase” needs to take the active voice because the sentence does not have an explicit agent that causes the increase. The author noticed in collecting the writing assignments that some students repeatedly made the same kind of errors using ergative verbs such as “change”, “close” and “decrease”. Targeted instruction on this structure will certainly improve the overall accuracy of their writing.

**Embedded questions (No. 18)**

The students needed to invert the subject and verb in the sentence, “Please tell me what have you done.” After the instruction, notable improvement in accuracy was observed. Even so, more students need to be aware that such embedded questions require declarative word order.

**Adverb placement (No. 19)**

About half of the students turned out to pay little attention to the placement of adverbs. The rule that adverbs cannot be positioned between the verb and the direct object should be taught more.

**Question tags (Nos. 20, 21)**

Most students noticed the error in the sentence, “You will come to the concert, isn’t it?” although most corrections were unsatisfactory. About 70% of the students failed to notice the correct form, with their corrections ranging from “...won’t it?”, “aren’t you?” to “don’t you?” The other test sentence correctly contained a question tag (No. 21, “They don’t understand the situation, do they?”) showed the highest accuracy rate of 90% on both pre and post tests. These results show that most students know the rule, but again they have difficulty applying their knowledge to more complex forms.

**Since/for (No. 22)**

This structure showed a decrease in the number of correct answers. Some students who corrected “since” into “for” successfully on the pre test did not do so on the post test or added ago at the end of the sentence. One of the reasons may be that the explicit grammar knowledge they gained when studying for the college entrance examination might have faded over time.

**Dative alternation (Nos. 23, 25)**

This structure showed the third worst results. Most students regarded the incorrect sentence, “My host mother explained me all the rules” as correct. They seem to be confusing the use of verbs that can allow two sentence patterns, (V + Direct Object + Indirect Object) and (V + IO + DO). Students should be taught the usage of “explain” along with similar verbs such as “give”, “show”, “suggest” and “describe” in more detail.

### Relative clauses (No. 24)

The majority of students realized that sentences containing relative clauses do not need a resumptive pronoun—in this case “it”—in the sentence, “The book that our teacher recommended it was hard to understand.” There was a relatively high accuracy rate for this question, but instruction on this structure should continue for those students who did not detect the error.

To sum up, overall, students know the basic grammar rules and can detect the wrong sentences; however, when required to correct them, their incomplete, probably “crammed” explicit grammatical knowledge does not work as well as one might expect. Also, some errors were probably caused by a lack of knowledge of vocabulary and by the complexity of some test sentences.

#### 4.2 Effect of comprehensive and selective correction on grammatical accuracy scores

The difference between the pre and post test scores among the CC group was statistically significant ( $P < .05$ ; Table 2). However, in this group, a total of 14 (35%) students showed lower post test scores.

Table 2 Comparison of pre and post test results of the grammar scores among Group CC (comprehensive correction)

Group CC	Number	Mean	SD	P value
Pre test	40	12.05	3.40	0.044*
Post test	40	12.82	3.91	

\* $p < .05$

Students in Group SC also showed a statistically significant improvement, with only 7 (16%) students showing lower post test scores ( $p < .01$ ; Table 3).

Table 3 Comparison of pre and post test results of the grammar scores among Group SC (selective correction)

Group SC	Number	Mean	SD	P value
Pre test	42	11.61	3.50	7.45E-05*
Post test	42	13.30	9.94	

\* $p < .01$

Thus, the improvement rate of Group SC, which received selective correction, was higher than that of group CC, who received comprehensive correction.

No significant difference was found between two groups in terms of which strategy better improved the students' accuracy rate (Table 4). However, fewer students in Group SC had lower scores on the post test.

Table 4 Comparison of post tests between Group CC and Group SC

Post test	Number	Mean	SD	P value
Group CC	40	12.82	3.91	0.306 NS
Group SC	42	13.30	4.94	

### 4.3 Overall effectiveness of grammar instruction

The difference between the students' mean scores on the pre and post tests was statistically significant ( $p < .01$ ; Table 5). However, the results were somewhat mixed since some students had a lower post test score after receiving grammar instruction (Fig. 2). Improvement rates were not as high as the author expected. Among all students, 57% (47) improved their score, 17% (14) had the same score, and 26% (21) had a lower score. Therefore, although the majority of the students improved their scores, 26% (20) answered incorrectly those questions they had previously answered correctly.

Table 5 Comparison of pre and post grammar test results of all the students.

Post test	Number	Mean	SD	P value
Pre test	82	11.82	3.46	4.64E-05*
Post test	82	13.07	3.93	

\* $p < .01$

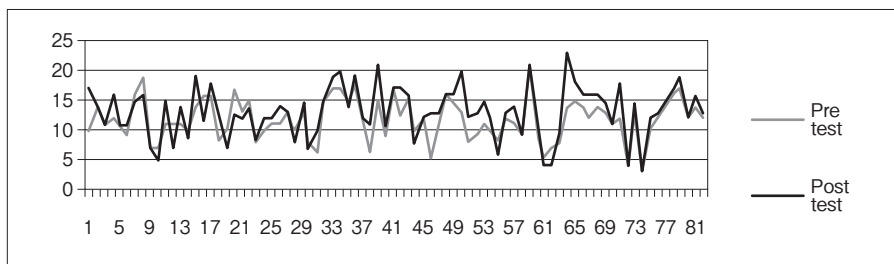


Fig.2 Comparison of pre and post grammar test results of all the students.

## 5. Discussion

The research results show that grammar instruction does help students to acquire and reinforce their knowledge of grammatical knowledge. However, the improvement in accuracy scores from the pre to the post test was not as high as the author expected, and some students showed no real improvement and still others had lower scores. These results indicate that knowing grammatical rules and using the knowledge correctly in various structures do not go hand in hand. Most grammatical errors such as plural-s and indefinite articles found in previous studies were applicable to the students participating in this study; however, some additional typical errors common to this general college-level group not specializing in English are worth noting by instructors who teach similar L2 students.

One reason why some students had lower post test scores could be explained by the fact

that their grammatical knowledge may have become obscure. Students took the pre test at the end of May 2007, a few months after successfully completing the college entrance examination when their English grammatical knowledge was probably at their best. Once studying in college and released from the pressure of retaining all the knowledge they had crammed for the examination, they might have lost some of their learning at the time of post test in February 2008. Needless to say, even without this factor, any knowledge may fade when it is not used. The chance factor should also be taken into consideration. It is possible that some students guessed some of the pre and post test answers, which might also account for the lowering of the few students' scores on the post test.

The problem of lower post test scores can also be attributed to the fact that students have two kinds of knowledge, implicit and explicit (Ellis 2005). In summarizing the definition of implicit and explicit knowledge, Ellis (2005) introduced the theory presented by Preston (2002) that "L2 learners, like native speakers, possess separate 'grammars', with one grammar being 'deeply embedded' and the other constituting more weakly represented knowledge" (p. 433). According to Ellis, the former is implicit knowledge and the latter is explicit knowledge. Quoting Sorace (1985) who suggested that compared to implicit knowledge which is highly systematic, explicit knowledge is "imprecise, inaccurate and inconsistent" (p. 433), Ellis reached a conclusion, however, that general language proficiency appears to draw on both types of knowledge, implicit and explicit, and that we should recognize the importance of both in language learning. Therefore, the inconsistent explicit knowledge demonstrated in the grammar test in this study can be changed into embedded, implicit knowledge through grammar instruction, by making the students aware of the rules they previously learned through repeated grammar instruction.

As for the method of error correction, selective correction given to Group SC turned out to be more effective than complete correction given to Group CC, although the difference was not statistically significant (Tables 2 and 3). Instead of just reading the correction, participants of Group SC might have learned the grammar more deeply by trying to identify the correct pattern on their own. The author suggests that the selective correction strategy be adopted because it will promote students' self-editing skills and at the same time reduce the burden on the teacher, allowing more targeted teaching to be provided. Selective correction is also supported by researchers such as Raimes (1983), Rivers (1981) and Ferris & Hedgcock (2004), who maintain that this option is thought to facilitate progress toward the development of successful self-editing strategies. The author agrees with the statement that what is necessary in writing instruction is for students to "develop the ability to read their own writing and to examine it critically to learn how to improve it, to learn how to express their meaning fluently, logically, and accurately" (Raimes, 1983, p.149).

As mentioned in section 2, some researchers are against teaching grammar rules in writing classes, stating that students have an intuitive sense of the rules, or implicit knowledge, and any return to grammar instruction is often disappointing to them. The author takes a different position because, from experience, Japanese students do not have such an intuitive grasp of the grammar and their explicit and implicit knowledge is far from adequate. Living in Japan receiving public English education, it is difficult to get enough exposure to written English so as to gain a full intuitive sense of the grammatical rules.

The author believes that students' explicit and implicit knowledge can be reinforced by formal grammar instruction at all levels of English education in order to avoid fossilization of any grammar rules. A summarization of this issue by Frodesen & Holten (2003) in Ferris & Hedgcock (2004) is persuasive.

In light of both new research findings and the inherent differences in L1 and L2 writers' literacy development, it is clear that ESL writing instructors have a role to play in making writers aware of language form. Overt and systematic grammar instruction can help students access the grammar rules that they know and use their intuitions about the language judiciously (p.144)

In providing grammar instruction, it is important to remember that, as Ferris and Hedgcock (2004) warn, a writing class is not a grammar class and as such grammar instruction should be brief and narrowly focused. In terms of the present research, now that typical errors of this writing class have been found through the use of Ellis's grammatical structures, the author, as teacher, can now offer students narrowly focused feedback. The author strongly believes that the methods and findings of this study are valuable for all teachers to learn about both collective and individual needs of students concerning grammar instruction. Further research will be necessary using different categories of grammar structures to determine the students' needs for instruction on other grammatical features.

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## Appendix

**Appendix A:** The 17 grammatical structures listed by Elis (2006) are as follows: Verb complement, 3rd person -s, Plural -s, Indefinite article, Possessive-s, Regular past tense -ed, Yes/no questions, Comparative, Unreal conditionals, Modals, Ergative verbs, Embedded questions, Adverb placement, Question tags, Since/for, Dative alternation, Relative clauses.

**Appendix B:** Correction symbols related to grammar instruction for selective corrections: **S/V**: error in subject-verb agreement, **SP**: spelling is wrong, **PI**: plural/singular error, **□**: indefinite or definite article is missing, **Λ**: words are missing, **比**: comparative form is necessary or something is wrong with this comparative form, **?**: meaning unclear, **T**: tense is wrong, Grammatically incorrect, **V**: Use of verb is wrong, **W**: Use of word (other than verb) is wrong, **~**: Change the word order

**Appendix C** : Sentences and accuracy rate of six sentences ( underlined parts of Nos. 2, 7, 13, 15, 21 and 23) that were not in Figure 2

1. My brother said he wanted buying a new bicycle. × wanted to (Verb complement)
2. Mayumi likes listening to music. ○ (Verb complement) pre 77%, post 75%
3. Takashi have a nice bicycle. × has (3rd person-s)
4. They wish seeing peace in their country. × wish to see (Verb complement)
5. She always complain about the amount of homework. × complains (3<sup>rd</sup> person-s)
6. When I was a child, I collected old coin. × coins (Plural-s)
7. She tried to save a lot of money. ○ (Verb complement) pre 72%, post 71%
8. I am saving money to buy the new car. × the ⇒ a (Indefinite article)
9. Last summer I stayed at my aunt house for a few days. × aunt ⇒ aunt's (Possessive-s)
10. The teacher started to read the textbook and then explain the grammar.  
× explained. (Regular past tense -ed)
11. Did all the students finished their homework? × finish ( Yes/no questions)
12. This towel is more softer than mine. × more softer ⇒ softer (Comparative)
13. I had a wonderful time at the party. ○ (Irregular past tense) pre 93%, post 94%
14. If I had been younger, I will apply for the job. × will ⇒ would have applied (Unreal conditionals)
15. If I were younger, I will apply for it. × will ⇒ would (Unreal conditionals) pre 36%, post 47%
16. She can do to the job well. × to not necessary (Modals)
17. After the sales promotion, the profits were increased. × were not necessary (Ergative verbs)



18. Please tell me what have you done. × have you done ⇒ you have done (Embedded questions)
19. I understand very well your feelings. × your feelings very well (Adverb placement)
20. You will come to the concert, isn't it? × isn't it ⇒ won't you (Question tags)
21. They don't understand the situation, do they? ○ (Question tags) pre 90%, post 90%
22. She has been living in Tokyo since 18 years. × since ⇒ for (Since/for)
23. One of my friends gave me this T-shirt. ○ (Dative alternation) pre 81%, post 78%
24. The book that our teacher recommended it was hard to understand. × it not necessary (Relative clause)
25. My host mother explained me all the rules. × explained all the rules to me (Dative alternation)